FRIDAY ROUNDTABLE SESSIONS - 1:00 – 2:00

Manga IS Literature

Cori Kusik - Pa Cyber Charter School

The uses of and benefits of teaching manga (Japanese graphic novels) in a school setting are discussed.

General

Copyright & Plagiarism in the Digital Age

Melissa-Ann Pero - Bermudian Springs High School

In a world where images and information are at our fingertips, how do we ensure our students and ourselves are giving credit and getting credit where credit is due? This session will discuss the rules of copyright and fair use, how we can avoid plagiarism and violating copyright, an introduction to the creative commons license, & some resources to help get you started. Please see the attached outline.

Ementary (K-5), Middle (6-8), Secondary (9-12), College, General

Flipping Research--Utilizing Human Centered Design to Create a Google Site Research Paper

Brenda Barner   Shaler Area Middle School

Tired of the same old research papers? This year, flip the class and have students create a Google Sites research webpage using Human Centered Design strategies: What is the Problem, Who are the Stakeholders, What are the Immediate Solvable Issues and What is the Call to Action moving forward? Students will also evaluate sources with an annotated bibliography. Participants should come with a laptop and access to Google Sites. Examples will be shown and handouts given, so that participants can immediately apply this in their own classroom.

Middle (6-8), Secondary (9-12)

Fanning the Spark: Effective Practices for Summer Literacy Camps

Nanci Werner-Burke - Mansfield University of PA,   Belinda Barnes – Southern TIoconderoga

From the first sparks of inspiration to the roaring fires of imagination, summer camps can connect students and educators from across districts and communities. A successful literacy camp extends the learning from the school year across the great divide of summer vacation and offers an opportunity for all participants to learn and re-discover passion and vigor. In this session, we will share the best practices taken from the different camps held by the Endless Mountains Writing Project. Participants will engage in hands-on activities, see examples of student work, and be provided with timelines and templates for use in organizing and running camps at their own sites.

General

Podcasting as a Co-Teaching Reflective Tool

Pauline Schmidt - West Chester University,   Matthew Kruger-Ross - West Chester University

In this interactive session, we will give a brief background into the course we co-teach at WCU, "Technology in the English Classroom". We will focus our presentation on our podcast, "Notorious Pedagogues", and how it evolved from a student led assignment, to a tool we use with our students and for ourselves. We will give suggestions about creating podcasts with students at any level and even share some of our favorite audio clips from existing episodes.

Elementary (K-5), Middle (6-8), Secondary (9-12), College, General

Get Your Feet Wet: Apply for the NOAA Teacher at Sea Program

Allison Irwin - Wilson High School

The National Oceanic and Atmospheric Administration (NOAA) Teacher at Sea program is fully funded and open to all teachers from kindergarten through college! It is a unique opportunity to work on a NOAA research ship for a couple of weeks and learn about the environment directly from scientists in the field. If accepted to the program, NOAA expects you to take what you've experienced with them to ignite curiosity and enthusiasm for learning in your students. And yes, there are plenty of ways to link this experience to a literacy based classroom! This session will explain exactly how to apply for the program, what is included if accepted, what is expected if accepted, and how it can connect to your personal classroom. The session presenter spent this past summer with NOAA and will give a first hand account of this exciting, free professional development opportunity just waiting at your fingertips!

General

Connecting and Collaborating to Facilitate Conversations about Anti-Racism

Michelle Knotts - State College Area High School and Penn State University,   Danielle Ambrosia State College Area High School, Emily Staley - Penn State University

The purpose of this presentation is to trace the inspiration, implementation, and impact of professional development using protocols and resources developed by Building Anti-Racist White Educators (BAR-WE), a reading and inquiry series to encourage ""learning, introspection, and having conversations about issues of racism in our schools, classrooms, and communities."" Over the course of a school year, the presenters – a ninth-grade English teacher, a university English teacher educator, and a pre-service English teacher – facilitated monthly BAR-WE meetings at a public high school. We also engaged in a collaborative inquiry to reflect on how these conversations and connections influenced our practice and strengthened our resolve to uphold the key tenets of NCTE's 2018 position statement about "anti-racism to support teaching and learning.

Our presentation will begin with a brief description of our planning and implementation of BAR-WE, and then we will reflect on our own learning and the ways that our experiences as a co-facilitators of this professional development have impacted us and our practice. The bulk of our presentation will focus on challenges, successes, outcomes, and new questions that emerged from our BAR-WE connections, collaborations, and conversations. We will offer resources and strategies for building racial literacy with educators and with secondary English students. Specifically, we will demonstrate and engage participants in approaches related to critical literacy, discussion protocols, relevant vocabulary, and selection of diverse texts as effective ways to connect anti-racism and ELA teaching and learning. Finally, we will reserve time for questions and discussion; we look forward to learning from our colleagues

about the promises and challenges they see in realizing "NCTE's commitment to being an organization of anti-racist educators working toward achieving educational equity."

Secondary (9-12), College, General

#LetsChat: Building Connections, Conversations, and Collaborations via Twitter

Katie Caprino - Elizabethtown College

Many teachers and teacher educators are quite active in online professional development spaces. But how do we invite our colleagues who have fabulous ideas but are reticent to participate? The purpose of this interactive workshop is to help participants create professional Twitter accounts and learn how to actively participate in Twitter through engaging in a live chat.

First, the presenter will share briefly her journey from passive to active online professional development participation and how she implemented active Twitter participation in her children's literature course to help future teachers produce rather than consume Twitter content.

The presentation will be framed around the how Twitter can be a space to enact the conference's three pillars: building connections (though following others), having conversations (through participating in Twitter chats), and starting collaborations (after connecting with teachers at one's grade level, for example).

Part presentation will be devoted to engaging and supporting participants in a live Twitter chat in which they will respond to questions, ask questions, share resources, and post pictures. After supporting participants in the chat and helping them be content producers, the facilitator will engage in a discussion with participants about their experiences and offer upcoming Twitter chats (e.g., #nctechat, #preservicelit, #ECTEACHES, etc.). Facilitator will save time for questions about future Twitter involvement and how social media can be used to connect with students, parents, and colleagues.

Participants will walk away from this workshop with a professional Twitter account; an appreciation for Twitter's ability to enable connections, conversations, and collaboration; strategies for active Twitter participation; and knowledge of upcoming Twitter chats.

Elementary (K-5), Middle (6-8), Secondary (9-12), College, General

Blogging as Reflection and Connection: Discovering Digital Sources

Tim Oldakowski - Slippery Rock University

While blogging has primarily been utilized as a tool for reflection, this session will show how students in a college-level Technology in Education class used the tool to further share and explore digital resources that they can use in their future classrooms.

Secondary (9-12), College